

French



Policy

Hampreston First School

Vision

At Hampreston School we wish to encourage children's curiosity in the world around them. One key way to learn about the outside world is to gain a perspective into another country's society through the study of their language. Learning the rudiments of French in early KS2 builds such enthusiasm and enquiry in our children.

Why We Believe French is Important

France is our nearest neighbour, and a study of the French language has a great deal of relevance in our society. Learning French at an early age gives children a rewarding and enriching experience. It also opens the way for children interested in learning other languages, as the discipline and learning habits developed in lower KS2 will provide children with the skills of study necessary for further language acquisition.

Subject Statement

Intent

We have chosen to use the **Salut!** French scheme at Hampreston. The scheme offers a carefully planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum. The sequential themes provide an introduction to the culture of French-speaking countries and communities. It aims to foster children's curiosity and help deepen their understanding of the world. A linear curriculum has been chosen to allow opportunity for children to gradually build on their skills. **Salut!** French enables children to express their ideas and thoughts in French and provides opportunities to interact and communicate with others both in speech and in writing. At the heart is the desire to expose children to authentic French, so the scheme offers regular opportunities to listen to native speakers.

In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills.

Through our French teaching we intend to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies.

Implementation

Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in.

Our lessons and resources help children to build on prior knowledge alongside the introduction of new skills. A series of lessons are suggested, providing structure and context as well as offering an insight into the culture of French-speaking countries and communities. The introduction and revision of key vocabulary and grammatical structures is built into each lesson. This vocabulary is then included in display materials and additional resources so that children have opportunities to repeat and revise their learning. **Salut!** French has been designed by language specialists so that teachers feel confident and supported. The school has purchased the fully interactive whiteboard resource.

Impact

Using the full range of resources, including display materials, will increase the profile of languages across school. The learning environment will be consistent with key French vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement will improve through the use of language-specific home learning tasks and opportunities suggested in lessons and overviews for wider learning. We want to ensure that French is loved by teachers and pupils across school, therefore encouraging them to embark on further language studies. Impact can also be measured through key questioning skills built into lessons.

French Curriculum Overview

SALUT! UNIT 1		
All children will:	Most children will progress further and will:	Some children will progress even further and will:
<ul style="list-style-type: none"> • Recognise some basic French greetings. • Recognise the numbers 1-10. • Respond to some simple classroom instructions. • Respond to some simple questions when prompted with visual cues. • Recognise basic family vocabulary. 	<ul style="list-style-type: none"> • Be able to greet each other confidently, and introduce themselves and their family. • Understand the numbers 1-10 and use them to say how old they are. • Understand and respond to some simple questions and instructions. • Recognise some words in their written form and pronounce them accurately. 	<ul style="list-style-type: none"> • Greet each other confidently and ask and respond to simple questions. • Understand the numbers 1-10 and write some or all of them from memory. • Be competent at using some classroom language in French. • Recognise most key vocabulary and pronounce them clearly.
SALUT! UNIT 2		
All children will:	Most children will progress further and will:	Some children will progress even further and will:
<ul style="list-style-type: none"> • Recognise the days of the week when spoken in sequence. • Understand most of the colours. • Understand numbers up to 20. • Respond to questions about likes and dislikes with a single word. • Recognise negative responses to a question when given a visual prompt. 	<ul style="list-style-type: none"> • Recognise the days of the week. • Name a variety of colours. • Understand numbers up to 20, including out of sequence. • Be able to express simple likes and dislikes using the first person. • Recognise a negative sentence when they hear it. 	<ul style="list-style-type: none"> • Confidently say which day it is. • Understand that the way French colours are spelt and pronounced sometimes changes if they describe a feminine noun. • Use most or all numbers up to 20 out of sequence. • Write and say sentences about their likes and dislikes from memory with clear pronunciation. • Recognise negative sentences and be able to attempt forming their own.
SALUT! UNIT 3		
<ul style="list-style-type: none"> • Sing along and do the actions to a French song, with a visual aid. • Recognise most of the French body parts when they're spoken. • Read the numbers 11-20 with some assistance. • Accurately say the name of the month of their birthday when given a visual prompt. • Understand the difference between singular and plural. 	<ul style="list-style-type: none"> • Sing and do the actions to a French song with little help. • Understand several parts of the body when they're spoken. • Read the numbers 11-20 aloud and say some of them from memory, pronouncing them accurately. • Respond to a simple question by saying what month their birthday is in. • Recognise plural nouns when listening to or reading vocabulary. 	<ul style="list-style-type: none"> • Sing and do the actions to a French song from memory. • Refer to parts of the body with confidence. • Be confident saying the numbers 11-20 from memory with accurate pronunciation. • Confidently form sentences about birthdays. • Consistently recognise whether nouns are singular or plural.

Promoting British Values Through MFL

We endeavour to promote the British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs through our MFL curriculum. Please see our British Values policy for further information. Throughout our MFL lessons we promote individual liberty through encouraging children to make their own choices and mutual respect in listening to other people's contributions.

Spiritual, Moral, Social and Cultural Aspects

The MFL curriculum supports spiritual development by concerning children with the language and customs of another country.

Language acquisition supports social development by giving children opportunities to discuss and communicate with their peers. Children share resources within the classroom, negotiate responses and group problem solving and use discussion, debate and collaborative work to further understanding. Children learn to appreciate the work of others and are taught to be non-judgmental.

Teaching MFL supports the cultural development of a child by exposing them to a range of different linguistic stimuli from a different country.

Inclusion & Equal Opportunities

Through the MFL policy the school aims to provide every child with an equality of opportunity to access a broad and balanced curriculum regardless of gender, ability, attainment, background and ethnicity, through:

- Valuing the wide variety of experiences the children bring to school
- Providing differentiated tasks for gifted and more able pupils
- Providing learning opportunities which are inclusive of any physical or other limitation.
- Addressing the needs of children learning English as an additional language

Date of policy review: